

6. Write a brief account of the more important physical features of Australia.
7. Give the boundaries of the following countries, and give four towns in each country : Italy, Arabia, Canada, Chili, Sweden, Afghanistan.
8. Give the names of the chief political divisions of Africa ; give the position of each division, and its important towns.

CLASS E.—ENGLISH HISTORY.

1. Give a short sketch of the Long Parliament.
2. Tell what you know of Cromwell's campaigns in Ireland and Scotland.
3. Describe and account for the feelings and attitude of the Dutch towards the English after the execution of Charles I.
4. Give the names and the dates of the last three Stuart Sovereigns.
5. What is the darkest blot on the reign of William III. ? Give a brief account of it, with any defence that can be offered of William's action in the matter.
6. State the cause, the length, and the results of the War of the Spanish Succession.
7. What was the main object of each of the following legislative enactments : The Toleration Act, the Reform Act, the Abolition of Slavery Act ?
8. Describe Napoleon's schemes for the humiliation of England.
9. What entitles the following names to a lasting and honourable place in the history of their country : Marlborough, Newton, General Wolfe, Warren Hastings, Adam Smith, Nelson, and Stephenson ?
10. Give a succinct account of the discovery and the establishment of the several Australasian Colonies, and of the development of their trade.
11. Name three standard writers in prose and verse of the present century down to the accession of Victoria.

CLASSES D AND E.—SCHOOL MANAGEMENT.

[N.B.—Answer one question in each section, and one only.]

SECTION I.

1. Construct a time-table suitable for a school of forty pupils taught by one teacher and grouped in four standard classes, with two classes of infants. Show as far as possible how the pupils at desks are employed.
2. Construct a time-table suitable for an infant department containing sixty pupils, having three classes of infants and a class in Standard I., and one in Standard II. ; the staff being a mistress and a pupil-teacher.
3. [N.B.—This question may be taken only by teachers actually in charge of a department of a public school containing one or two classes. The name of the public school must be given.] Give the time-table in use in your department, and explain the principles on which it is drawn up.

SECTION II.

1. (a.) What registers have to be kept in every public school ? State why they are required. (b.) Why is it advisable in all cases of absence to record the absence by a mark in the proper column, instead of leaving the space blank ?
2. A school has been open seventy-nine half-days in a quarter ; the total of half-day attendances is 1,648 ; on twenty-four of the half-days the attendance was below half the roll-number, and amounted to a total of 213. Find the strict average, and also the working average.

SECTION III.

Draw up full notes of a lesson on any one of the following subjects. The lesson is to occupy thirty minutes :—

- (1.) The causes and effects of ocean currents. (Standards V. and VI.)
- (2.) A trip from Auckland to the Bluff, with references to places of interest. (Standard IV.)
- (3.) A boy's coat. (Standards I. and II.)
- (4.) The process of gold-saving and -extraction as practised in the colony. (Standards III. and IV.)
- (5.) The principle that "heat usually causes a vertical circulation in fluids," to be educed from a number of familiar examples. (Standards IV. and V.)

SECTION IV.

1. Explain clearly how you would teach a reading-lesson to a class preparing for Standard I. What qualities should good reading show at this stage ?
2. Explain clearly how you would teach an English lesson (including reading and explanation of the thoughts and language) to a class preparing for Standard IV. Explain how you would encourage and test preparatory study of the lesson by the pupils.

SECTION V.

1. A young teacher, in taking the parsing of "They lived happily for several years," works it out as follows : "They," a pronoun, stands for something ; "lived," a verb, says something ; "happily," an adverb, tells how ; "for," a preposition, shows relation ; "several," an adjective, tells the number. Criticise the method here followed, and the nature and sufficiency of the account here given of the use of the words.
2. (a.) A junior class can give the definition of a strait, but cannot point one out on the map : what faults of method does this state of things indicate ? (b.) How would you lead a class in Standard II. to understand what a river is ?